# CODE SWITCHING BY TEACHERS IN ENGLISH CLASS AT SMA MUHAMMADIYAH 1 PONOROGO IN ACADEMIC YEAR 2018/2019

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*Abstract*

*The aims of this research were identify: 1) The types of code switching, 2) Find out the factors influence the teachers to switch English into Indonesian or the opposite, 3) Analyze the impact of teacher's code switching for the students. This research was held on SMA Muhammadiyah 1 Ponorogo. The research design was qualitative research especially case study. Research used observation and interview as the data collection technique in this research. To analyze the data the writer transcribing interviewing, scanning material, typing up field notes, coding process, making qualitative narrative, and making interpretation the data. Based on finding, the types of code switching which was used by English teacher at SMA Muhammadiyah 1 Ponorogo include tag code switching, inter sentential code switching, and intra sentential code switching with different quantities. The factor influence teachers to conducted switch English to Indonesian such as the students understanding was the big factor and the students characteristic were different, they had not same ability in English. Finally, the researcher proposed suggestion to the teachers to maintain using code switching during teaching and learning English in classroom, but continue to prioritize English as the primary. They could switch Bahasa Indonesia, but when used for certain purposes only.*

*Keywords : Code Switching, English Language Teaching*

## INTRODUCTION

The phenomenon of code switching has become an interesting topic to be discussed. Code switching generally occurs to draw language contact among the societies. In education, code switching can appear in English teaching and learning in the classroom. Code switching extensively used by English teachers. As a foreign language, English teachers use English as an instruction in the classroom such as facilitating language teaching and learning, managing the class, giving feedback to students, also checking student's understanding about English lesson.

Code switching is included in language contact in sociolinguistic, which becomes the main discussion of this research. Code switching is a situation where speakers deliberately change a code being used, namely by switching from one to another. Code switching has become a common term for alternate use of two or more language, or varieties of language, or even speech style Hymes(1875). From those definitions, it is learned that code switching is found more with bilingual or multilingual speakers, although monolinguals may actually be said to switch from variety or style to another. The definitions also suggest that code switching should be found in a single conversation.

Code switching may facilitate language development as a teaching method for teaching second language Cook(1989). It means that facilities of code switching are various, besides as teaching method for teaching the second language, it also easier development of language as mechanism to provide the samples of language.

This research focus on the type of code switching are used by English teachers, find out the factors which influence English teachers switch English to Indonesian or the opposite during teaching and learning, and also analyze the impact of the teacher's code switching in classroom on teaching and learning for the students.

In education, the English teachers switch their language, English to Indonesian or the opposite to explain clearly about explaining the material. From that situation, code switching can be a strategy used by teachers to help their students understanding,explaining the material, use as communication in class between teacher and students, to solve the student's difficulties.

When teaching English, teachers may use code switching as alternative English teaching and learning. It is known there are 3 types of code switching, they are *Tag/Extra Sentential Code Switching, Inter Sentential Code Switching, and Intra Sentential Code Switching*. So, the teachers usually use all of them.

The factor why usually English teachers use code switching are have more tendencies to switch their speech from a language to

others when English learning requires it. Teachers in general, code switching can be advantage to extend student's background knowledge and help them to gain foreign language in valuable way, such as: translating, understanding the material, explaining, and knowing for student's comprehending in English.

In this research about code switching, the researcher decides to use English class in SMA Muhammadiyah 1 Ponorogo because it can support the occurrance of code switching. In English lesson, not all of the student understanding English well. So, the teachers use English first then switch to Indonesian or the opposite to explain clearly about the material, but still have to use English as the main language intruction.

As we know that SMA Muhammadiyah 1 Ponorogo have advantages in quality of school, but actually the implementation in English teaching and learning did not use English fully. Sometimes teachers also using Indonesian when teach their students to give feedbacks, answer the questions and clarify the problems. Therefore, this is an interesting reason to be researched why the teachers use code switching.

Furthemore, the impact of code switching to develope the student's English skill and understanding and habituate them using English in daily conversation, especially in the classroom. The researcher is willing to conduct a research by title Code Switching by Teachers in English Class at SMA Muhammadiyah 1 Ponorogo in Academic Year 2018/2019. From the reasearch to be performed can recognize the superiority of teacher's code switching in English teaching and learning also the impact for the students.

Based on the discussion above, can formulated as follows:

1. What are the types of code switching found on teacher's speech during English teaching and learning?
2. What are the factors which influence teacher's switch English to Indonesian or the opposite?
3. What are the impact of teacher's code switching in classroom learning for the students of SMA Muhammadiyah 1 Ponorogo?

The purposes of this research are:

1. To identify the types of code switching on teacher's speech during English teaching and learning
2. To find out the factors which influence teacher's switch English to Indonesian or the opposite
3. To analyze the impact of teacher's code switching in classroom learning for the students of SMA Muhammadiyah 1 Ponorogo

## REVIEW OF RELATED LITERATURE
### Code Switching

Code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations Romaine (1992). This phenomenon can be observed in the following example which mixes two language. Code switching occurs mostly in bilingual communities. Speakers more than one language are known for their ability to code switch or mix their language during their communication.

**Situation of Code Switching**

The mother tongue acquisition starts in family at home. The learner begins enter into contact with language 2 (L2) and people from different culture bockgrounds, code switch starts occuring. The study of code switching shows that people fluent in two languages use the same code change used by many other linguistic sources, using both of the codes available to them in several way modele and structured, to express their meanings and also as a way to claim to the communities (Chung, Clyne, Myers-Scotton, &Poplack).

**Reasons of Using Code Switching**

There are a number of possible reasons for switching from one language to another, and these will now be considered, as presented by Crystal (1987):

1. A speaker who may not be able to express him/herself in one language switches to the otherto compensate for the deficiency.

As a result, the speaker is upset, tired or distracted in some manner.

2. Switching commonly occurs when an individual wishes to express solidarity with a particular social group.

**The Types of Code Switching**

1. Tag code switching is occurs when bilingual insert short expression (tag) from different language at the end of his/her utterance;

2. Inter Sentential Code Switching occurs when complette sentence in a foreign language uttered between 2 sentences in a base language;

3. Intra Sentential Code Switching occurs when a word, phrase , clause of foreign languge is found within the sentence in a base language.

**Teaching and Learning English**

Brown (1987) defines language teaching can be conceived in many different ways. Different views of language teaching lead to different views as to what the essential skills of teaching are, and different approaches to the preparation of teachers. The purposes are to consider the implications of different views of teaching for second language teacher education.

**Code Switching in Teaching and Learning English**

Skiba (1997) findings concerning code switching in language classrooms show that in circumstances where code switching is applied due to an ability of expression, it

enables continuity in speech rather than presenting interference in language. Sert (2005) adds that code switching allows the teacher to build a bridge from know to unknown and thus is an important element in language teaching when used effectively.

## RESEARCH METHODOLOGY

### Research Design

The research design in this study is qualitative research especially case study. The definition of qualitative research based on Creswell (2009:22) in Creswell (2007): Qualitative research is means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

### Setting and Subject of the Research

This study took place at SMA Muhammadiyah 1 Ponorogo during 12 September until 20 November 2018. It is located at jalan Batoro Katong 6B Nologaten, Ponorogo. The subject of this research are four English teachers.

### Data and Data Sources

1. Status or conversation teachers and students in English class at SMA Muhammadiyah 1 Ponorogo completed by observing and collecting data.

2. Statements from the English teachers and some of students at SMA Muhammadiyah 1 Ponorogo completed throughout interview.

### Data Collection Procedures

The researcher conducted both of observation and interview based on Creswell (2009:168) as follows:

1. Qualitative observations
2. Qualitative interviews

### Data Recording Procedures

According to Creswell (2007). Fromthose procedures for recording data:

1) Use an interview protocol, such as: (a) a heading (date: from August until November 2018, place: SMA Muhammadiyah 1 Ponorogo, interviewer: all English teachers from tenth until twelveth grade and some of the students (b) interview instructions (c) nine questions for the teachers and four questions for the students (d) obtain for the nine questions to follow up and ask the teachers to illustrate their idea more specific. (e) after giving the questions, researcher gives space to record teacher's response (f) researcher gives thank you to teachers after finished the interview.

2) Researcher writes and record the answer and information from the teachers by audiotaping in smartphone.

3) The result from those recording of document (the answer from nine questions) be principle for the structure of research.

**Data Analysis**

Creswell (2007) and these of Rossman and Rallis (1998):

1) Involving continual reflection about the data, asking analytic questions, and writing memos throughout the study.

2) Data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants.

3) Seeing qualitative data analysis reported in journal articles and books that is generic form of analysis.

4) Despite analytic differences depending on the type of strategy used, qualitative inquirers often use a general procedure and convey in the proposal the steps is data analysis.

**FINDING AND DISCUSSION**

**The Types of Code Switching**

Table 4.1 The comparison of Using the Types of Code Switching on each English Teacher

| Teacher | Tag CS | Inter Sentential CS | Intra Sentential CS |
|---|---|---|---|
| Teacher A | 12 times | 3 times | 11 times |
| Teacher B | 4 times | 2 times | 2 times |
| Teacher C | 5 times | 1 time | 3 times |
| Teacher D | 4 times | 3 times | 2 times |

note: A (teacher A) ; B (teacher B) ; C (teacher C) ; D (teacher D).

**Tag Code Switching**

**Table 4.2 The List of Tag Code Switching**

| | | |
|---|---|---|
| A | So yesterday I watched this movie, *biasa aja tuh..* | The word of *"biasa aja tuh.."* indicates short expression in base language (Indonesian) which is found in foreign language (English sentence) at the end utterance. |
| B | Who is absent today, *ada?* | The word *"ada?"* indicates short expression in base language (Indonesian) which is found in foreign language (English sentence) at the end utterance. |
| C | Write just who and the others, WH question, *aja...* | The word of *"aja..."* indicates short expression in base language (Indonesian) which is found in foreign language (English clause) at the end utterance. |
| D | Today we talk about conditional sentence, *ya..* | The word of *"ya..."* indicates short expression in base language (Indonesian) which is found in foreign language (English) at the end utterance. |

**Inter Sentetial Code Switching**

Table 4.3

The List of Inter Sentential Code Switching

| | | |
|---|---|---|
| A | Please open your book, *ada yang punya catatan UAS*, can I see your book? | The sentence of *"ada yang punya catatan UAS"* indicates complete sentence of base language (Indonesian) which is uttered between two sentences of foreign language (English). |
| B | Today we try to do listening for National examination preparation, *saya berikan kalian hari ini latihan ujian Nasional*, do you understand? | The sentence of *"saya berikan kalian hari ini latihan ujian Nasional"* indicates complete sentence of base language (Indonesian) which is uttered between two sentences of foreign language (English). |
| C | They are wearing school uniform, *jadi bentuknya berubah dengan menambahi –ing*, so it becomes to be Verb ing | The sentence of *"jadi bentuknya berubah dengan menambahi –ing"* indicates complete sentence of base language (Indonesian) which is uttered between two sentences of foreign language (English). |
| D | That I do my homework I will get good grade, *kalau saya mendapatkan nilai bagus*, you will send me to College | The sentence of *"kalau saya mendapatkan nilai bagus"* indicates complete sentence of base language (Indonesian) which is uttered between two sentences of foreign language (English). |

**Intra Sentential Code Switching**

Tabel 4.4 The List of Intra Sentential Code Switching

| A | Just how many times about our class, *cuma satu kan*, please open your book! | The word *"cuma satu kan"* indicates a clause of base language (Indonesian) which is found within sentences in a foreign language (English) at his utterance. |
|---|---|---|
| B | One student one paper, *mengerti*, not two students one paper. | The word *"mengerti"* indicates a word of base language (Indonesian) which is found within sentences in a foreign language (English) at his utterance. |
| C | Kalau tidak bisa langsung, *information question*, silahkan dari kalimat positif ini dirubah ke kalimat negatif. | The word *"information question"* indicates a phrase of base language (Indonesian) which is found within sentences in a foreign language (English) at his utterance. |
| D | If any had+Verb 3, *namanya apa?* This is the past perfect tense | The word *"namanya apa?"* indicates a word of base language (Indonesian) which is found within sentences in a foreign language (English) at his utterance. |

**The Factors which Influence the Teachers Switch English to Indonesian or the Opposite**

The students understanding was the biggest factor for switch English to Indonesian or the opposite and know the students characteristic. When the students found the difficult words, phrase, clause, or sentences and grammatically, the use of code switching was the proper way to help the students difficulties.

These were the factors when the teacher have to did switching. English is obligate in English class, but few to translate in Indonesian like bilingual. And the students condition at classroom is heterogeneous, not of all have the same ability. there were partly students who had a good English skill provision in previous school before, but not infrequently there were also students who do not have enough English supplies.

**The Impact of Teacher's Code Switching in Classroom Learning for the Students of SMA Muhammadiyah 1 Ponorogo**

The impact of teacher's code switching in the classroom were students understand content, material, and pattern. all of students said they understood the diffult meaning with dual language, English then Indonesia during learning at classroom. Besides, the students as the results of interview before, it could comprehend the material, grammatically, text, and expression because it was very useful can facilitate them to understand English well.

This was very profitable for the students, such as manage their listening speaking reading or writing skill. It also can authorize maximally, it could be seen between who the student can understand and not. it was also supporting element in terms of communicating for information and social interactions Skiba's,(1997). So it could be assesment for the teachers to their students, and the value mastery of understanding each students are different.this is the best way from English teachers to their students to make the students get the point and assist them to catch the material.

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the data found from intervies and observation, researcher summarized the types of code switching which is uttered by the English teachers, the factors which influence the teachers switch English to Indonesian or the opposite, and also the impact of teacher's code switching in classroom learning for the students of SMA Muhammadiyah 1 Ponorogo.

1) Code switching which is found in teacher's utterance consist of: tag code switching such as "who is absent today, *ada?*" ; inter sentential code switching such as "please open your book, *ada yang punya catatan UAS*, can I see your book?"; intra sentential code switching such as "did you go to school, *bisa jadi*, you went to school last night". Based on the these types, each teacher had a different number of utterance, often and rarely.

2) The factors which influence the teachers are student's understanding, the students finding trouble something, the student's heterogeneous condition, and each students having different ability.

3) The impact of teacher's code switching for the students are to make the students understand about the material, to give them English exposure and English environment, the students can authorize maximally os English assessment, and also can imiprove their English skill.

**Suggestion**

Concerning with the finding of this research, there are code switching can give positive impact for the students in teaching and learning process, as long as it still prioritizing the use of English. The researcher gives few suggestion for English teachers, the Students, and institution.

1. For English Teachers
   a. The teachers may use use code switching in teaching and learning process at classroom, as long as it does not reduce English as a mandatory language of teaching.
   b. The teachers continue to teach English as the language of instruction well, if needed to switch Indonesian just have to use code switching.
   c. The teachers use Indonesian all the time, make the students understand but they do not learn English. In other hand, if the teachers use English all the time, the students might get English input but they may not understand the contents well.

2. For the Students
   a. The students should be more active when learning process at classroom, so as not to impress learning is only one direction, with the teachers being active.
   b. Due the use of cod switching by the teachers can facilitate the student's understanding, but the students have to try to understand and familiarize

English as the language of instruction.

c. With the code switching at the teaching nad learning process, the students should be can improve their English abilities. For example in writing, listening, speaking, and reading skill.

3. For Institution

School institution as the place of the teachers and the students share and receive the knowledge with each other in educational. The researcher would like to convey suggestion that the school keep maintaining and facilitating the use of code switching by the teachers in teaching and learning process. besidesschool institution habituate English outside the class, such as communication with others. From that suggestion above expected to provide benefits for the students in understanding English and increase the plus for school institution for their student's English skill.

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